



Psychology 11 Course 2019-2020

Course Synopsis: Psychology 11 will introduce students to the scientific study of human behavior and mental processes. Students will learn about various topics in the field of psychology and will apply these scientific principles and understandings to real-world issues and problems that are relevant to their everyday life. This pertinent, provocative, and ethically-challenging curriculum will not only ignite a passion for learning about psychology, but will also provide a powerful way of engaging students in thinking deeply about their own convictions and behaviours while empowering them with the skills necessary to live thoughtfully and purposefully and become agents of change within their schools and communities.

Goals and Rationale:

Goals:

- Develop an understanding of how the field of psychology evolved by studying its origins, important theorists, significant scientific experiments and their contributions to the present
- Develop an understanding of the scientific method and psychological research techniques as demonstrated by a self-designed experiment which includes: formulating a hypothesis, collecting, analyzing and interpreting data, formulating a conclusion and presenting the findings to peers
- Develop an understanding of the uniqueness of teenage brain development by studying the different structures and functions of the brain as well as reviewing the most recent, peer-reviewed scientific research and brain imaging in order to understand the implications of this new science on adolescence
- Develop an understanding of the physiological, psychological and social effects of stress, and how these effects can be changed and reduced through effective coping strategies
- Develop an understanding of prevalent psychological disorders: how they are manifested and treated
- Develop an understanding of how societal stigma around mental illness creates barriers to disclosure, effective treatment and management
- Develop an understanding about the different theories and perspectives in psychology regarding variations in human consciousness including sleep, dreams and hypnosis
- Develop an understanding of how psychological research and practice can be applied to benefit individuals and society

Rationale:

Psychology is a social science course designed to introduce students to the scientific study of human behavior and mental processes. Students will be exposed to psychological principles and methods that are used in scientific research and practice to address relevant individual and social problems. Learners will be engaged in rigorous thinking and problem-solving as they explore complex, real world issues at their school in order to design their own psychological experiments using the scientific method. They will demonstrate how to formulate a hypothesis, choose the most appropriate method for their research, collect data, analyze and interpret results using statistical analysis, and finally formulate conclusions that they will present to their peers. Students will continue to practice these skills by critically assessing information in our media-saturated environment and then deconstructing and weighing these messages before accepting them as true.

Studying psychology will help learners understand more about how their body and mind work together. By understanding the newest science on the teenage brain, students will begin to understand their own brain's developmental journey and the importance of making responsible and informed decisions during this critical period. This course focuses on competencies that will support the learner in making meaningful decisions around stress management that support mental wellness. Understanding psychological disorders and the catastrophic effects of stigma are also sensitively explored through a research-based project where students explore not only the psychological effects of the illness, but also the social issues of oppression and discrimination. This course can play an important role in empowering students with the knowledge, discernment, and skills needed to become a generation of caring individuals who will make thoughtful, responsible choices to live in a healthy and sustainable manner.

Psychology students interested in teaching, social work, nursing and other medical fields, counselling and clinical psychology, criminology and police work, rehabilitation, youth outreach, geriatrics and early childhood education. In addition, understanding human behavior is extremely important to other careers such as marketing and business management, the military, public relations, politics and government, and international relations. This course will give all students lifelong skills for better understanding of self and others.

Aboriginal Worldviews and Catholic Principles:

This course would also incorporate the aboriginal value of experiential learning. There is a focus on various cultures, including aboriginal culture. Prejudice, stereotypes, and discrimination are studied in a general sense. Positive Psychology is studied which includes having confidence and self-esteem. Psychology studies the well-being of the self, the family, and the community. Lastly, the course will also build on faithful relationships within the Catholic religion as it pertains to this particular social science.

BIG IDEAS

Understand concepts of the METHODS Domain in Psychology

Understand concepts of the BIOPSYCHOLOGICAL Domain in Psychology

Understand concepts of the COGNITIVE Domain in Psychology

Understand concepts of the DEVELOPMENTAL Domain in Psychology

Understand concepts of the SOCIOCULTURAL Domain in Psychology

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>By the completion of Psychology 11, students will be able to</p> <ul style="list-style-type: none"> • Observe/listen accurately. • Apply the psychological perspectives learned in a variety of activities throughout the course. • Improve in the ability to interact effectively with others. • Use psychological concepts meaningfully to explain behaviour in oral and written activities. • Demonstrate ability to use technology to enhance analysis and communication. Interact appropriately with others in interpersonal and group contexts. • Develop the ability to understand issues from diverse points of view • Understand the values of the discipline of psychology through application. Demonstrate enhanced curiosity about understanding people. • Recognize the breadth and complexity of behaviour and mental processes • Recognize the need for scientific explanations of behaviour. • Recognize the importance of lifelong learning to improve adaptability. Acknowledge the role of psychology in promoting human welfare. • Appreciate how culture provides a context for learning and producing behaviour. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Identify the various perspectives used to view behaviors • Identify techniques used to gather information about behavior and how to analyze the information • Identify parts of the nervous system, endocrine system, the brain, and the senses • Identify sources of stress, and reactions to stress • Identify theories of sleep, the effects of sleep deprivation, and sleep disorders, as well as dreams • Understand states of consciousness and theories of hypnosis, as well as its uses in psychology • Understand psychoactive drugs and their effects • Understand types of memory and memory techniques • Understand types of intelligence and intelligence testing • Understand the stage theories of development- cognitive, psychosocial, and moral theories • Understand issues surrounding the developmental process, and the influence of technology on the quality of life • Understand social dimensions of behavior, group processes and social influence • Understand common characteristics of abnormal behavior and the major categories.

Big Ideas – Elaborations

- 1: **Methods Domain**- This includes contemporary perspectives used by psychologists to understand behavior and mental processes, and how these perspectives developed, as well as research strategies and statistics used to analyze information.
2. **Biopsychosocial domain**- This includes the structure and function of the neuron, nervous system and the endocrine system, the brain, the basic concepts of sensation and perception, states of consciousness, sources and effects of stress, sleep and dreams, hypnosis, and psychoactive drugs.
3. **Cognitive Domain**- This includes how we process information, forget information, processes of learning and principles of both classical and operant conditioning, memory techniques, and intelligence, as well as intelligence testing.
4. **Developmental Domain**- The study of nature/nurture, theories of development, physical, emotional, cognitive, and moral development over the lifespan, as well as the impact of technology on aspects of the lifespan.
5. **Sociocultural Domain**- This includes the study of communication, social thinking and social influence, social relations, and the psychology of culture, as well as perspectives on personality. This includes an introduction to psychological disorders, anxiety and mood disorders, and personality disorders.

Curricular Competencies – Elaborations

The curricular competencies for this course are:

- **Psychological perspectives**- a branch of psychology that focuses on diagnosing and treating mental, emotional, and behavioral disorders
- **Ability to interact**- Ability to effectively communicate, understand, and empathize
- **Psychological concepts**- a variety of theories to explain the degree to which biological factors are primary influences or whether environmental and ecological factors provide better explanations
- **Use technology**- Used skillfully, it can improve and enhance our lives
- **Diverse points of view**- the situations in our day-to-day lives may differ in many ways, such as their ethnic identity, sex, cultural background, economic status, political affiliation, or religious belief
- **Enhanced curiosity**- to appreciate the importance of the interest affect and the exploratory behaviors which accompany it
- **Complexity of behavior**- studying cause and effect relationships concerning behavior
- **Scientific explanations**- uses observations and measurements to explain something we see in the natural world.
- **Lifelong learning**- learning can be seen as something that takes place on an ongoing basis from our daily interactions with others and with the world round us
- **Promoting human welfare**- working to mobilize psychological research and experience to better human health and welfare.

Content – Elaborations

The content for this course is largely defined by:

Perspectives- viewpoints from which psychologists view and analyze behavior

Techniques- research tools available to psychologists seeking knowledge

Sources- a place, person, or thing from which something such as stress comes from or can be obtained

Theories- reasons why we sleep

States of consciousness- are induced states of consciousness and include hypnotic states, meditative states, and drug-induced states

Types of memory- sensory memory, short term, and long term memory, as well as other types of memory will be discussed

Types of intelligence- the relationship between different types of intelligence

Theories of development- Theories of several psychologists on how humans develop cognitively, psychologically, and morally

Technology- the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment

Social dimensions- numerous ways to describe and explain human activity and behavior, and how such accounts shift significantly across time and culture.

Common characteristics of abnormal behavior- know criteria that distinguishes normal from disordered behavior

Biological Basis for Behavior

- neural communication

-neurons, axon, dendrite, neurotransmitters

-how neurons communicate, synapse

-how neurotransmitters influence the brain, excitatory, inhibitory, re-uptake

- the nervous system

-the peripheral nervous system

-the central nervous system, reflexes, neural networks

- the endocrine system, adrenal gland, pituitary gland
- the brain

-brain examination technology

-older brain structures

-the cerebral cortex

-the divided brain

-right and left differences in the brain

Content – Elaborations

Consciousness

- the brain and consciousness

-cognitive neuroscience

-dual processing

- sleep and dreams

-biological rhythms and sleep

-the need for sleep

-sleep disorders

-dreams

- hypnosis

-facts and falsehoods

-explanation of the hypnotic state

- drugs and consciousness

-dependence and addiction

-psychoactive drugs

-influence on drug use

- near death experiences

Behavior

- nature versus nurture
- gene-environment interaction
- case studies

Development and Learning

- prenatal development and the newborn

-conception

-prenatal development

-the competent newborn

- infancy and childhood

-physical development

-cognitive development

-Piaget's theory and current thinking

Content – Elaborations

-social development and autism

- adolescence and adulthood

-physical development

-cognitive development

-social development

-emerging adulthood

- stages of moral development
- classical conditioning

-Pavlov's experiments and legacy

- operant conditioning

-Skinner's experiments and legacy

- learning by observation

-mirror neurons, Bandura's experiments, applications

- intelligence

-including emotional and creativity

-methods of testing, stability, extremes

-genetic and environmental influences

Psychological Disorders

- perspectives on psychological disorders

-understanding, classifying, labeling

-anxiety, somatoform, dissociative, mood disorders

-schizophrenia

-personality disorders

-symptoms and rates of psychological disorders

- psychosocial therapies
- evaluating therapies
- biomedical therapies

Recommended Instructional Components:

Instructional Strategies:

This big ideas and essential questions that have guided the development of these psychology courses are pertinent, provocative, and ethically-challenging, and require students to engage in deep and critical self-reflection, collaborative work and discussion. Many opportunities are provided for multi-dimensional inquiry as well as hands-on activities. Students have many opportunities for self-directed learning through the critical questions and problem-based tasks, projects and assignments presented throughout the course. These instructional strategies are designed to engage students in authentic intellectual work that will have value beyond the doors of the school.

- Direct instruction
- Indirect instruction
- Demonstrations
- Interactive instruction
- Independent instruction
- Modelling
- Student creativity (portfolio, brochures, posters, presentations, etc.)
- Brainstorming
- Critical thinking
- Reading and writing
- Cooperative group work
- Videotape
- PowerPoint presentations
- Analysis of commercial film and video works
- Self-checklists
- Reflections
- Analyzing case studies
- Field experiments (surveys, etc.)

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Assessment Strategies:

Assessments are varied, and flexible providing opportunities for students to demonstrate their understanding in a variety of meaningful and engaging ways. Rubrics are often created together in order to provide opportunities for students to deepen their understanding of the content and to fully understand the learning outcomes. Personal and peer communication, anecdotal feedback along with self-reflection are also valuable in helping students set appropriate goals to foster an upward cycle of learning.

Formative assessment will be ongoing through clear criteria, checklists, rubrics, questions, quizzes (primarily help with understanding of the material), and unit tests. There will be ongoing peer and self-assessment.

- Peer and Self-Assessments
- Performance Assessments
- Oral Presentations
- Quizzes and Exams
- Discussion Participation
- Educational Games

Assessment and Evaluation:

Assignments	25%
Presentations/Research Project(s)	20%
Unit Tests/Quizzes	20%
Midterm Exam	15%
Final Exam	20%

You will need:

Your Text Book- *Psychology*

3 ring binder and loose leaf paper
pens - blue or black only
pencil, eraser, ruler, pencil crayons, scissors, and glue

Classroom Expectations

There is no reason why every student should not meet the expectations as written in the “G” section of the “Work Ethic Indicators” found on this page.

**** Note:** Teacher reserves right to make alterations to outline as he sees fit.

Explanation of Work Ethic Indicators

G

You arrive to class on time, prepared with all your supplies, notebooks, texts and other related materials. All your work (home and in class) is completed to the best of your ability. You are making every effort to meet deadlines and due dates and are doing your best to keep your notebooks up-to-date and in good order. During class you are attentive and focused on the various tasks, assignments and projects. You work well in individual and group situations and you appear to be doing your best. You willingly participate and share ideas. You treat yourself, your peers and adults with the respect inherent in the Gospel values. You display good work habits and effort in all that you do.

S

Most of the time you arrive to class on time and are prepared with all your supplies, notebooks, texts and other related materials. Most of your work (home and in class) is completed to the best of your ability. Although you occasionally miss handing in an assignment, you are making an honest effort to meet deadlines and due dates. You usually do your best to keep your notebooks up-to-date and in good order. During class you are attentive and focused on the various tasks, assignments and projects with only occasional lapses. You work fairly well in individual and group situations and, on most occasions, appear to be doing your best. You are willing to participate and share ideas. You treat yourself, your peers and adults with the respect inherent in the Gospel values. You display satisfactory work habits and effort most of the time.

N

You frequently arrive unprepared for class. You are sometimes missing supplies, notebooks, texts and other related materials. On occasion, you are reluctant to put forth the effort to keep your materials and assignments organized. Homework and assignments are often incomplete or poorly done. During class, you are sometimes unfocused and easily distracted. You participate infrequently in class discussions. You sometimes treat yourself, peers and adults with a lack of the respect inherent in the Gospel values. Your work habits need to improve.

Learning Resources:

- Textbook: David G. Myers, *Psychology*, 9th edition (digital copy on website: boliveira.weebly.com).
- Video series: *Discovering Psychology* – Annenberg Learner by Philip Zimbardo
- PsychQuest: Interactive Exercises for Psychology* – Thomas Ludwig, Hope College
- The Developing Brain* (transparencies and resource book) – Glencoe McGraw Hill
- PsychInquiry for Psychology: Student Activities in Research and Critical Thinking* – Thomas Ludwig, Hope College
- Various documentaries and educational DVD teaching resources
- Database - *EBSCO Information Services*
- DSM-V - The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (**DSM-5**) is the 2013 update to the Diagnostic and Statistical Manual of Mental Disorders, the taxonomic and diagnostic tool published by the American Psychiatric Association (APA).